FOREIGN LANGUAGES (2012-2013) ASSESSMENT PLAN AND ASSESSMENT REPORT

ASSESSMENT PLAN 2012 - 2013

1. Name of Program

Foreign Languages

2. Academic Year:

2012 -2013

3. Name of person entering this Assessment Plan:

Maxi Armas

4. Email address of person entering this Assessment Plan:

marmas@triton.edu

5. Program’s Mission/Vision/Philosophy Statement:

The Department of Foreign Languages is the central resource at Triton College for the teaching and study of cultures in and through their native languages. Our faculty broadly grounded in the humanities, literary studies, linguistic inquiry, and cultural studies, bring their knowledge to the classroom where our students are the primary beneficiaries. The department reflects the college’s diversity of ideas, individuals, and cultures. In order to serve outreach and serve students, the department collaborates across the college to integrate its offerings with those of other disciplines, programs, and departments.

6. When will you be assessing this outcome?

Fall 2012

7. Is this assessment occurring at the course or program level?

Course

1. Course outcome to be assessed (refer to course outline for objectives):

Use elements of beginning grammar through short listening, spoken, and written exercises. Students can effectively engage in oral communications as evidenced by their ability to present an oral report on a given topic using the concepts learned in class.

2. Program goal related to the outcome that will be assessed:

Students will be able to communicate effectively in the target language.

3. In what course(s) will you be assessing this outcome?

SPN 101-002 SPN 101-005

4. What type(s) of assessment instrument will be used to assess the outcome? (Choose all that apply.)

Performance-Based Assessment
Matrix or Rubric
Common Writing Assignment

5. Which general education outcomes will be assessed? (Select all that apply).
Demonstrated communication fluency
Acquired and applied knowledge specific to a field of study

1. Program outcome to be assessed:

1.a Students can effectively engage in oral communications as evidenced by their ability to present an oral report on a given topic

2. Program goal related to the outcome that will be assessed:

1. Students will be able to communicate effectively in the target language.

3. In what setting(s) will you be assessing this outcome?

Classroom using multimedia equipment/programs

4. What type(s) of assessment instrument will be used to assess the outcome? (Choose all that apply.)

Matrix or Rubric

5. Which general education outcomes will be assessed? (Select all that apply).

Demonstrated communication fluency.
Acquired and applied knowledge specific to a field of study

1. Please copy and paste your assessment tool(s) into this box. If you cannot copy and paste your information, email it to assessment@triton.edu.

Preparation:

Oral Presentation Rules and Guidelines

Requirements for your presentation:

You must have a visual aid such as a power point, as you will talk about your visual aid during your presentation. You will not be allowed to use notes or note cards. You must use the visuals to aid you in your presentation. You must present for at least three minutes.

PRESENTATION SPN 101 Date:

Instructor: Maxi Armas

Student Name: Grade:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
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| Vocabulary                              | Uses vocabulary appropriate for the audience.  
|                                        | No use of English or Spanglish.             |
|                                        | Demonstrates full awareness of the distinction between formal and informal Spanish. |
|                                        | Extends audience vocabulary by defining words that might be new to most of the audience. |
| Uses vocabulary appropriate for the audience.  
| Some use of English or Spanglish: 1-2 words.             |
| Demonstrates some awareness of the distinction between formal and informal Spanish. |
| Includes 1-2 words that might be new to most of the audience, but does not define them. |
| Uses vocabulary appropriate for the audience.  
| Some use of English or Spanglish: 3-4 words.             |
| Demonstrates little awareness of the distinction between formal and informal Spanish. |
| Does not include any vocabulary that might be new to the audience. |
| Uses several (5 or more) words or phrases that are not understood by the audience.  
| Excessive use of English or Spanglish: 5 or more words.             |
| Does not demonstrate awareness of the distinction between formal and informal Spanish. |
| Speaks Clearly                          | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. |
|                                        | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. |
|                                        | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. |
|                                        | Often mumbles or cannot be understood OR mispronounces more than one word. |
| Content                                | Presentation covers all listed areas of the given topic. |
|                                        | Presentation covers most of the listed areas of the given topic. |
|                                        | Presentation covers at least half of the listed areas of the given topic. |
|                                        | Presentation covers only few of the listed areas of the given topic. |
| Uses Complete Sentences                | Always (99-100% of time) speaks in complete sentences. |
|                                        | Mostly (80-98%) speaks in complete sentences. |
|                                        | Sometimes (70-80%) speaks in complete sentences. |
|                                        | Rarely speaks in complete sentences. |
| Grammar                                | Demonstrates control over the grammar structures studies in class. |
|                                        | Demonstrates some control of the grammar structures covered in class. One to three errors throughout the presentation. |
|                                        | Does not demonstrate enough control of the grammar structures covered in class. More than three errors throughout the presentation. |
|                                        | Does not demonstrate control of the grammar structures studies in class. Errors are frequent throughout the presentation. |
| Props                                  | Student uses several props (audiovisual aids) that show considerable work/creativity and which make the presentation better. |
|                                        | Student uses 1 prop (audiovisual aids) that shows considerable work/creativity and which make the presentation better. |
|                                        | Student uses 1 prop (audiovisual aids) which makes the presentation better. |
|                                        | The student uses no props OR the props (audiovisual aids) chosen detract from the presentation. |
1. Name of Program/Discipline:
Foreign Languages

2. Academic Year
2012-2013

3. Contact information:
Name – Maxi Armas
Phone number - ext. 3638
Email address – marmas@triton.edu

4. Type of Assessment:
Course

5. Outcome/s Assessed:
1.a  Students can effectively engage in oral communications as evidenced by their ability to present an oral report on a given topic

6. Corresponding program goal/s related to the assessed outcome(s):
1. Students will be able to communicate effectively in the target language.

7. What type(s) of assessment instrument were used to assess the outcome? (Choose all that apply).
Rubric

8. Which general education outcomes will be assessed? (Select all that apply).
Demonstrated communication fluency.
Acquired and applied knowledge specific to a field of study

9. Date(s) Assessment Data Collected:
Spring 2013

10. Participating Courses and Sections:
SPN 101  Sections 002 and 005

11. Assessment Tool (Please include any supporting documentation by copying and pasting your assessment tool(s) into this box. If you cannot copy and paste your information, email it to assessment and enter "emailed" in this box.)
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12. Which General Education Assessment Outcomes were assessed? (Select all that apply)

- Demonstrated communication fluency.
- Acquired and applied knowledge specific to a field of study.

13. Explain the results of the general education outcomes assessed.

From the data, it was determined that student’s communication fluency will improve significantly by allowing time for more practice activities and a self-evaluating tool before and after the presentation.

14. Summary of Assessment Results (Please include any supporting documentation by copying and pasting your summary into this box. If you cannot copy and paste your information, email it to assessment and enter “emailed” in this box.)

**ANALYSIS:**

- 50% of students achieved 95% of the learning outcome
- 23% of students achieved 90% of the learning outcome (minor errors in vocabulary and grammar)
- 14% of students achieved 88% of the learning outcome (some deficiencies in preparedness, grammar, vocabulary and props)
- 09% of students achieved 80% of the learning outcome (deficiencies in content, preparedness, vocabulary, grammar, and speaking in the target language)
- 04% of students achieved 75% of the learning outcome (deficiencies in content, preparedness, vocabulary, grammar, and speaking in the target language)

15. Plan of Action (What will you do next?):

There will be an increase of roll-playing practice activities in class and out of the classroom (homework with specific outline and grading information and using a corresponding rubric). “Self-evaluation” rubrics will be used before and after the presentations to provide the student with a more accurate idea of her/his preparation and performance levels.

16. Do you anticipate any costs associated with implementing your plan?

No

17. Projected Costs ($):

N/A